DOCUMENT RESUME

ED 339 474 PS 020 062

AUTHOR Zuber, Susan Way
TITLE Increasing Public Awareness and Developing Community Based Strategies for Quality School-Age Child Care Initiatives.
PUB DATE 91
NOTE 82p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS After School Programs; *Community Involvement; *Delivery Systems; Elementary Education; Elementary School Students; Extended School Day; Latchkey Children; *Outreach Programs; Parent Attitudes; Program Development; *Public Schools; Questionnaires; *School Age Day Care; Student Participation; Summer Programs
IDENTIFIERS *School Based Child Care Centers; Site Visits

ABSTRACT

A framework for gaining community involvement in planning for school-age child care initiatives is reported. The framework incorporates a plan than could be used as a model for the involvement of the public school system. Four primary components are described: (1) a "Kids' Council" Saturday meeting in which third graders in school-age child care programs gave consumer advice on what they wanted in child care; (2) a forum to which the public was invited and at which specialists in school-age child care discussed the values of providing such forums through public schools; (3) a focus group meeting in which targeted community leaders discussed child care issues and suggested community initiatives for school-age child care; and (4) a site visit review team meeting at which teachers and administrators reviewed site team comment forms and watched videos of extended-day programs in other schools, and then offered suggestions for school-age child care initiatives in their own school system. Attendance, reports, and minutes of meetings indicated positive involvement by those targeted for participation in the project. A video about the project is discussed. Appendices include 4-H Club, parent, and provider survey forms; public forum program information; a site visit comment form; recommendations of the children; a focus group meeting agenda; the practicum evaluation form and results; and related materials. Contains 18 references. (Author/LB)

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# Increasing Public Awareness And Developing Community Based Strategies For Quality School-Age Child Care Initiatives

by

Susan Way Zuber

Cohort 43

**A Practicum Report Presented to the National Master's Program for Child Care Administrators in Partial Fulfillment of the Requirements for the degree of Master of Science**

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## AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

8/12/91
Date

Susan Kay Zuber
Signature of Student

## ABSTRACT

A framework for gaining community involvement in planning for school-age child care initiatives. Zuber, Susan W., 1991: Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: After-School Programs/ Extended School Day/ School-Age Day Care/ Day Care/ Elementary School Students/ Elementary Education/ Community Involvement/ Community Attitudes/ Community Cooperation/ Community Support/ Advocacy/ Child Advocacy/ Citizen Participation.

In the author's community, there were over 200 school-age child care openings. However, there were still parents who required school-age child care for their children. These parents and their children were unable or unwilling to take advantage of existing child care programs. Parents and professionals requested the public school system assume some role in school-age child care initiatives in the community.

The author, directing a project team, designed and implemented a plan which could be used as a model to gain the involvement of the community and specifically that of the public school system. The plan contained four primary pieces which included the following:

- A Kids' Council Saturday meeting where third graders, currently in school-age child care programs gave consumer advice on what they wanted in child care
- A Public Forum to which the public was invited and specialists in school-age child care discussed the value of providing this service through public schools
- A Focus Group meeting in which targeted community leaders discussed child care issues and suggested possible community initiatives for school-age child care.
- A Site Visit Review Team meeting at which teachers and administrators reviewed site team comment forms and videos of extended-day programs in other schools, then offered suggestions for school-age child care initiatives within their school system.

Attendance lists, reports and meeting minutes indicated positive involvement by those targeted for participation in the project. A video of the project was developed and will be made available to others interested in school-age child care initiatives.

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# CHAPTER 1

## BACKGROUND

The proposal setting is a suburban community with a population of 38,000, located in the southern United States. The total non-white population of the community is 16 percent. However, the non-white public school population is 31 percent. There are six public elementary schools serving 3,579 children, ages five through thirteen. The percentage of children eligible for free or reduced lunches is nearly half of the public school population. The total number of children, ages five through thirteen, served by both private and public schools is approximately 4,650.

Based on statistics compiled by the local Chamber of Commerce and the Industrial Development Authority, the community is comprised of 36 percent lower income families, or those earning up to $14,999, fifty-four percent middle income families, earning from $15,000 to $49,999 and 10 percent upper income level families, earning $50,000 and above annually. As in other American communities, one out of every two families requires child care for parents to work or attend school.

Within the community, there are 12 center based programs offering after-school child care. There is also one large non-profit program. There are no public school child care programs. The average cost for after-school care per child, per week is $25. A recent survey of child care programs and services indicated that the total number of school-age child care slots is 489. There is no resource and referral agency in the community specifically for child care.

The writer's title is Child Care Consultant and the work setting is a private, for-profit, consulting firm owned and directed by the writer. The firm's office is located on the fifth floor of a downtown executive center. There are no other paid staff members. The executive center provides the services of a receptionist and makes available to it's clients the conference room and two large training rooms. As a consultant, the writer works under contract with various state agencies. In addition, the writer provides training and continuing education classes in child care through the local four year university. The writer has completed training as a Child Development Associate Representative and as a Validator for the National Association for the Education of Young Children.

As a self-employed Child Care Consultant, the writer has diverse roles which include advocate, trainer, analyst, evaluator, grant writer, advisor, business manager, and public relations specialist. The work performed by the writer includes: Public speaking, developing curriculum, observing care givers and child care programs, completing needs assessments, writing proposals, consulting, setting up and managing new programs and working closely with the media. The writer travels frequently, serving the entire state, often providing consulting and training services on-site.

In addition, the writer is a member of the local chapter of a national organization which studies current issues and once consensus has been reached by its membership, advocates on behalf of these issues. The writer serves on the group's board of directors, holding the Child Care Portfolio. The local chapter has studied and lobbied for passage of the Act for Better Child Care. A continuing project is surveying local child care programs and facilities and publishing a list of facilities along with information on selecting

quality child care. Under the writer's direction, the group has sponsored and presented two public meetings, at which "The Child Care Dilemma" faced by working parents was addressed and possible solutions were recommended.

The national headquarters recently requested that interested local chapters submit applications and proposals for review and selection as participants in the national School-Age Child Care Project. This would be funded through their educational fund. The writer submitted the proposal for the chapter. It was selected, one of fifteen in the United States, as part of their School-Age Child Care Project.

# CHAPTER 2

# STUDY OF THE PROBLEM

## PROBLEM STATEMENT

In the writer's community, there were parents who required after-school child care for their children. There were 219 openings available for school-age children. It would have seemed on the surface that these existing programs should have been able to provide the care parents and children required after school. However, parents and children were unable or unwilling to take advantage of these existing programs. Parents and professionals had been urging the public school system to assume some role in school-age child care.

## DOCUMENTATION AND ANALYSIS OF THE PROBLEM

A survey completed by a local agency dealing with children through 4-H Clubs, found a need for after-school care and summer programs (Appendix A). Additionally, the community Housing Authority discovered, through a recent survey of tenants, the need most often cited was that of child care and supervision for school-age children after school hours. The community and its leadership needed to be made aware of, and to become involved in, planning for developmentally appropriate and high quality school-age child care initiatives. Programs meeting the needs of parents and children would be more highly utilized.

The conclusion that the available school-age child care services were not being utilized, was reached after a survey of providers was conducted by telephone (Appendix B) and a written survey of parents with children in the public school (Appendix C) was completed. Before the two surveys, teachers and principals had cited daily problems with school age children being left, unsupervised, on school premises long after school had been dismissed.

The provider telephone survey was conducted by the writer and the social worker for the city school system. A total of 19 programs were contacted and asked if they provided after-school child care. If they did provide this care, they were then asked if they had openings and the total number of slots they were licensed for. If they were not required to be licensed, they were asked for the maximum number of children they could accommodate in their after-school program. Family day care homes and unlicensed babysitters were not included in the provider survey.

Of the 19 programs contacted, 12 center based programs (preschool child care programs which also serve school-age children) indicated that they offered child care for children between the ages of five and thirteen. One other program run by the local non-profit agency stated that it provided after-school care. There were no programs providing care for school-age children administered by the public schools or run by other groups and merely housed in the public schools. The parks and recreation department of the city, the local library, and the local churches did not offer community after-school care through their facilities.

At the time of the survey, conducted during the school session, the twelve center based programs had a total of 289 school-age child care slots. Two hundred of these slots were filled. The non-profit program had a total of 200 school-age child care spaces and 70 of those were filled. From the available information, approximately 219 openings were available for school-age children in existing programs in the community. These findings indicated that 12 percent of the total need for school-age child care was being met by the existing school-age child care programs. Information provided by the caseworker at the local Department of Human Resources noted that an average of 15 children remain on a waiting list for subsidized after-school child care.

The written survey of parents on their need for school-age child care services was conducted in the late spring, just prior to the end of the school year. A survey form (Appendix D) and accompanying cover letter (Appendix E) were given out to each child but were to be returned, one form per family. The forms were sent home with and returned to school by the students, themselves.

Only two days turn around time was allowed since the survey was not approved for distribution by school administrators until the last three days of the school year. Due to these constraints, there was just under a 10 percent rate of return for the survey forms.

Extrapolating from the findings of the survey, the number of children needing after-school child care services in our community was 1,360, of whom 313 were probably unserved in any way. The total population of children ranging in age from five to 13 in the public school system was 3,579. Three hundred and twenty questionnaires were returned.

From the answers received on the surveys returned, it was learned that 43 percent, or 137 families, required child care after school in order for parents to work or attend school, themselves. Ninety-three percent of the parents needed after-school care to enable them to work. Twenty-nine percent of those needing after-school care for their children were single parents. The greatest need was for after-school and summer/holiday child care. Seventy-two percent of parents indicated a need for care during these times. Only 26 percent of the parents indicated that they required before-school care. Sixty-four percent of the parents responding to the survey required care appropriate for children ages six through 10.

Forty-one percent of parents noted on the survey that child care problems had caused them to miss work. When asked what parents would prefer in after school programs, the statistics showed that: homework time was rated number one, recreation and sports were rated second, tutoring services were rated third, enrichment activities rated fourth, and the opportunity to participate in clubs or scout meetings rated fifth. Twenty percent of the respondents admitted to having no child care for their children after school.

At least twenty percent of the parents responding to the survey stated that they needed after-school care . With 219 school-age child care slots available, there was a clear need for community leaders to be made aware of what constitutes developmentally appropriate and high quality school-age child care. This information could then guide them in their decisions regarding school-age child care initiatives for the community.

## LITERATURE REVIEW

The review of literature supported the idea that the availability of school-age child care slots does not insure that the school-age child care problem has been solved. There is no need to remove children from latchkey arrangements, only to dump them into inappropriate child care settings (Seligson, Fink, 1989). This will not be addressing the real need - offering quality school-age child care options. Linder (1986) warns that it is a dangerous time with regard to current child care policies since planning for child care has lagged far behind the boom in the child care industry. Seligson and Fink (1989) point out that it should be evident quality programs for school-age children cannot be thrown together on a shoestring, but instead, require careful planning and thoughtful approaches. Linder (1986) explains that the child care policy deficiencies spring from a lack of concerted consumer effort. It is of critical importance for teachers, parents, and community leaders to be aware of child care issues. When looking at school-age child care initiatives, it is necessary to develop grass-roots advocacy, learn why existing programs have vacancies, build a broad base of ownership in the planning process and facilitate good working relationships with all parties involved, including those programs offering school-age child care (Schy, Gannett, 1990).

The literature review also pointed up that it is important to look for signals that a community is in need of school-age child care. Existing programs may be ill-equipped to provide for school-age children. Alexander (1986) explains that even when developmentally appropriate programs are available, many children can be excluded due to the expense, problems with transportation and waiting lists. There is also concern that

parents think it is acceptable for children to stay at home alone after school if they have developed certain self-help skills (Alexander, 1986). Fink (1986) stated in his briefing on policy issues relating to school-age child care, there many of children left home alone who are afraid and are using telephone "warm lines" to handle their fear, boredom, loneliness and worry. At the same time, there are empty elementary school rooms for which the expenses will continue whether they have children utilizing them or not (Caldwell, 1984).

Experts noted that an increase in children hanging around with no place to go and an upsurge in vandalism and shoplifting committed by children would be signs of the need for appropriate school-age child care. Once the need for school-age child care is perceived, the next steps taken should be to connect with others and form an effective action group (Baden, Ruth K., et. al., 1982).

Baden, and her co-authors (1982) point out that if one school district has a school-age child care program and another does not, it probably has more to do with the presence of leadership than demographics. Mitchell (1989) urges that policy makers at all levels seek solutions that have looked at the problem through the child's, the parent's, the family's, and the early childhood ecosystem's perspectives. Mitchell (1989) further states that all community institutions should shoulder the responsibility of making high quality programs available and this should include the public schools.

# CHAPTER 3

## GOALS AND OUTCOME OBJECTIVES

### OBJECTIVES AND EVALUATION

The first of the practicum's broad goals was to increase knowledge of what parents and children in the community required in after-school child care programs. The second goal for the practicum was to increase community awareness of the need for and the value of providing quality after-school child care. The third and final goal for the practicum was to increase involvement of school system administrators and staff as well as other key community leaders in planning for school-age child care.

Due to the constraints of an implementation period of less than three months, the objectives were narrowed down and focused in. Specific individuals and groups were targeted for their unique input and the gains which could be made through their involvement in the project. The specific objectives and evaluation instruments decided upon for the practicum included the following:

**Objective #1**

By the end of 10 weeks, 12 children in need of, or currently in, after-school care will have been selected as representatives, two from each of the six public elementary schools, to serve on a Kids' Council. They will have provided input, outlining their preferences and requirements in school-age child care at a Saturday lunch meeting. A minimum of six children representing each of the six schools must attend the Kids'

Council for it to be judged a success. This will be measured by an attendance list. One Kids' Council Saturday meeting will be held during this period.

Twelve parents of the Kids' Council representatives will be asked to complete a parent interview form, outlining their preferences in school-age child care programming. Parent involvement will be measured by the number of forms completed and returned. One parent form must be returned from each of the six schools. Therefore, a minimum of six parents must be involved for this component to be rated as successful.

**Objective #2**

At the end of 10 weeks, a minimum of 50 members of the community at large will have attended a public forum, led by nationally and locally recognized experts in school-age child care, which addresses the school-age child care issues. The forum will inform the public about the need for and the value of quality school-age child care initiatives. The forum, its content and agenda, along with the other components of the practicum (Kids' Council, focus group and site visit review team), will be critiqued by three experts on school-age child care and public awareness efforts. Two-thirds or two of the three experts must judge the public forum and other practicum components of value for replication in order for this to be rated a success. Written comments from the experts will provide verification.

**Objective #3**

At the end of 10 weeks, 12 key community leaders, who have shown an interest in school-age child care and represent diverse groups, will have become involved in the school-age child care project. These community leaders, through a focus group meeting,

will give their input and recommendations regarding community school-age child care initiatives. Three-fourths, or 9 of the key leaders, must attend or provide input in order for this effort to be judged successful. This will be rated by attendance lists, meeting minutes and recommendations submitted.

Additionally, by the end of the 10 week implementation period, a site visit review team will have been formed and brought together to view videotapes of public school sponsored, after-school child care programs operating in other areas. In addition to viewing the videos, the team will go over site team comment forms, completed by those who visited the programs in person. Site visit review team members will be asked for their input and suggestions on involvement of public schools in after-school child care initiatives. To be successful, four of the six public elementary schools must be represented at the meeting. A teacher or administrator may also send in written comments following review of the videos and comment forms. This will be checked by attendance lists, meeting minutes and any written recommendations submitted.

It was necessary for the author to evaluate practicum components quantitatively, as well as qualitatively. For the Kids' Council and parent involvement components, six children and six parents representing each of the six public elementary schools needed to be involved to make this successful. It was important to gain input reflective of each of the public schools since each school is unique. Opinions of the representatives may differ on what constitutes quality school-age child care and how it should be implemented.

For the public forum, the number 50, indicated successful public involvement and was based on attendance numbers for previous chapter sponsored public meetings. The

positive evaluation of practicum parts by two-thirds of the experts polled would reflect that a majority found the project had merit. A significant number of teachers, four out of six, had to give input on school-age care in order for this effort to be judged worthwhile. Nine out of 12 community leaders, invited to participate, must have become involved to provide needed diversity of opinion and outreach.

# CHAPTER 4

# SOLUTION STRATEGIES

## INFORMATION COLLECTION

Fink (1986) stated in his briefing on policy issues relating to school-age child care there are a large number of children, at home alone and afraid. At the same time, there are often empty elementary school rooms for which expenses continue whether they have children using them or not (Caldwell, 1984). Additionally, child care slots may be available within the community. If this is so, it is important to try to find out why they are being under-utilized (Gannett, Schy, 1990).

Merging of domains means that child care and public schools need to work together to open lines of communication and prevent situations in which schools simply rent space for school-age child care programming (Caldwell, 1984). Advocacy is necessary to increase quality, as well as capacity, in early childhood programs and to educate the public about the needs of children and their parents (Kagan, 1989). Kagan further explains that advocates need to be objective, credible, and careful to build constituencies across interest groups and disciplines (1989).

A more slots approach alone is not the answer to the school-age child care problem. Truly solving the problem will require cooperative effort by the educational system, child care programs, employers and parents (Alexander 1986). It is necessary to work toward a community-wide ownership of the project (Gannett, Schy, 1990).

Curry (1989) advises advocates that, based on her experiences, it can be very difficult to come to consensus when working with divergent groups and it may be necessary to decide that consensus cannot be reached. However, Curry (1989) points out that the advocate must involve others and not attempt to take on an advocacy issue alone. The formation of a group or council can help break down boundaries that exist between child care providers and public school personnel (Hamlin, 1987). Others have learned that, even if a needs assessment has been completed, it cannot tell you if you should have a school-age child care program, whether it can fill the needs, what kind of program to design, if you can provide a high quality program, if you can afford the program or if the program will be used (Baden, Ruth K., et.al., 1982).

Reynolds (1985) states research tells us that getting parents to see after-school care may be a solution for them can be a major undertaking. Reynolds (1985) further explains studies have shown that a community must develop a program that responds to its unique needs. Parent surveys do show that the biggest problem with respect to school-age child care is that the cost is often prohibitive (Strupp, 1984).

The Wisconsin Child Care Project found that child care is an economic issue and an educational issue (Sanders, 1989). In this project they found it useful and necessary to have representatives from business, education and social services involved (Sanders, 1989). Philp and Chetley (1988) explain that methods used by projects funded by the Bernard Van Leer Foundation of the Hague, Netherlands, found a common link in their approaching the total community while encouraging a variety of methods and ideas. A second important technique used by foundation projects was to hook the schools to the

wider community (Philp, Chetley, 1988). For involvement of parents, Philp and Chetley (1988) note that the Bernard Van Leer Foundation projects used a framework of raising consciousness, collaboration, involvement and participation.

The Rural Child Care Project in Virginia reached the following tentative conclusions about their program planning and implementation: a grass-roots effort is the key to success; public and private agencies and groups must collaborate and coordinate; public education is needed and training is essential (Senate Document No. 15, 1989).

James Kelly in his remarks at the Conference on Child Care and the Role of the Public Schools (Wayzata, 1984) states that it is clear the schools are part of the child care system and existing models should be carefully studied for what they can offer. The Ohio State Department of Education, (1984) reported on its rural model for latchkey programs and suggested how others might follow their lead by not trying to reinvent the wheel, looking at other communities efforts, visiting sites, talking with program supervisors, watching the programs in action and asking students for their opinions.

**STRATEGY DECISIONS**

The Rural Child Care Project in Virginia, The Bernard Van Leer Foundation Projects and the Ohio State Department of Education model were used as the framework for the practicum solution strategy. From the Virginia Project, the writer took the suggestions of educating the public and involving public and private agencies in a collaborative grass-roots effort. From the Bernard Van Leer Projects, the writer incorporated the idea of parent and school involvement. Finally, from the rural model used in Ohio, the writer included the suggestion of looking at other communities efforts and getting their input.

These efforts were selected due to the need in the writer's community for involvement of both the entire community and specific groups - parents, children, school administrators and key community leaders for the planning of school age child care initiatives.

There is, of course, a vast difference in the time frame and the scale on which these projects operated and the scale and ten week time frame the writer had to carry out the practicum. The cost was limited to the grant award of $4,000. This was far less than the funding available for the other three projects. Since the writer was primarily responsible for implementation, assisted by only two project staff and three support specialists - video, graphics and media, the number of persons working on the project was far fewer than on the model projects. Due to the ten week time span of the practicum, it was necessary to limit the number of meetings. All resource materials, meals, videos, honorarium for speakers, and other expenses were paid for through grant funds. It was important to keep within the bounds of the grant monies.

The strategy was chosen since it could be easily duplicated, it carried out in a relatively brief time and required little capital and few staff. The primary pieces of the practicum strategy to be implemented included the following:

1. A Kids' Council - This will be formed and a meeting held with children who will serve as the project's school-age child care experts. These representatives will be selected by the social worker for the public school system. All council members will be third graders who need or now attend, some form of after-school child care program. The children will participate only with their parents' permission and the meeting will not be held during school hours. The children will be given t-shirts

with a school-age child care project (SACC) logo. They will also meet for a "Kids' Council Saturday" - lunch at a local restaurant. The writer will serve as facilitator for the group. Input will be requested from the council, on what they like about school-age child care, and what they would change if they could set up their own school-age child care program. Council parents will also be asked to share input about their experiences with school age-child care. They will be asked for their suggestions on how they would set up the ideal school-age child care program, one meeting their needs. Parent information will be obtained through parent interview forms.

2. A Public Forum - This will be held in the spring and sponsored by the writer's local chapter and the education fund of the national organization. The public will be invited, and specific groups targeted for involvement in the project. National and regional experts in school-age child care will serve as speakers. A panel will also discuss school-age child care from a personal perspective. Literature about school-age child care and the value of offering appropriate, quality programs will be provided. Brief video clips from the site visits to after-school child care programs in other communities will be shown. Information on this and the other aspects of the practicum will be submitted to a panel for their suggestions and input.

3. A Focus Group and a Site Visit Review Team - A focus group made up of key community leaders will be formed. A meeting will be held for discussion of school-age child care issues and possible initiatives within the community. The writer will

serve as facilitator. Minutes of the meeting will be taken by the chapter liaison, a member of the project team. This will provide the opportunity to target key leaders, bring them together and inform them about quality after-school child care programs. It will also provide the time to gain their input and break down barriers separating the various segments of the community.

With the cooperation of the Superintendent of Schools, administrators and staff members will be selected from each of the six elementary schools to serve on the site visit review team. They will view videotapes of after-school child care programs now operating in other communities. The site review team members will also review site visit comment forms. These were completed by other school personnel and the project team following their visits to the programs videotaped. The writer will serve as moderator and facilitator for the team. Their comments will be recorded in minutes by another member of the project team. This can provide administrators and staff with the opportunity to learn about other programs without having to visit in person. This will also provide a forum for discussion about school-age child care and how it might fit into the public school system framework.

## IMPLEMENTATION PLAN

### Critical Tasks

For each of the practicum components there were 10 tasks which were to be completed.

1. Plan - each event (focus group, Kids' Council, public forum, site visit review team meeting)

2. Select - or target participants.
3. Contact - or invite participants
4. Hold event
5. Collect data - at or following event (videos, verbal comments, written information, forms completed)
6. Verify - or monitor event (attendance lists, minutes of meetings)
7. Compile - all information relating to event
8. Write-up - event and results
9. Critique - and evaluate event, methods used
10. Wrap-up - and disseminate information on event (forms, video, final report)

Agents and Division of Tasks

Writer/Project Manager

Supervises project

Supervises project staff

Oversees finances

Completes all written and financial project reports

Coordinates with assistant manager

Coordinates with chapter representative

Approves selection of support staff

Approves work completed by staff

Coordinates planning of project time line

Serves as project spokesperson

Develops site team comment form

Develops parent comment form

Develops logo

Selects focus group members

Serves as focus group facilitator

Serves as Kids' council facilitator

Approves Kids' Council representatives

Approves public forum speakers and agenda

Oversees videotaping

Approves editing of final video

Develops informational packets for focus group

Develops informational packets for public forum

Develops informational packets for site visit review team

Sets planning and evaluation sessions

Keeps activity log

Provides office space and conference room for project

Approves any written materials on project

Collects and complies project data

Writes up project

Completes wrap-up activities for project

Disseminates project results

## Assistant Manager/School Liaison

Assists in planning project time line

Coordinates activities with school administrators

Coordinates activities with school staff

Selects site visit review team members

Selects Kids' Council/parent representatives

Recorder for Kids' Council meetings

Develops correspondence for school personnel/parents

Assists in obtaining public forum speakers

Assists in planning public forum

Collects parent interview forms

Collects site team comment forms

Attends project planning and evaluation sessions

Assists with project evaluation

Assists with project wrap-up

## Chapter Representative

Assists in planning project time line

Coordinates activities with local chapter

Coordinates activities with state chapter

Coordinates activities with national headquarters

Recorder for focus group meeting

Assists in obtaining public forum speakers

Assists in planning public forum

Coordinates Pubic Forum with local chapter

Attends Kids' Council meetings

Back-up recorder for Kids' Council

Obtains in-kind contributions for the project

Assists in project public relations efforts

Assists in completion of financial reports

Attends project planning and evaluation sessions

Assists with project evaluation

Assists with project wrap-up

## Support Staff

### Video Technician

Videotapes site visits

Videotapes public forum

Videotapes other meetings as requested

Assists with editing final video

### Graphics Designer

Develops camera ready logo

### Media Contact

Assists with coverage of public forum

Assists with coverage of other meetings as requested

Assists with interviews for project

Assists with editing of final video

## TIME LINE FOR PROJECT

Week #1

- Confirm practicum/project time line with staff
- Finalize plans for public forum
- Invite all persons targeted to attend forum
- Complete all media arrangements for forum
- Confirm all arrangements and accommodations for forum speakers
- Prepare packets and agendas for forum

Week #2

- Hold public forum
- Verify attendance and participants at forum
- Finalize plans for focus group meeting
- Confirm focus group members
- Invite focus group members
- Prepare packets and agenda for focus group
- Confirm all arrangements and accommodations for focus group meeting

Week #3

- Prepare video clips for focus group meeting
- Hold focus group meeting
- Take minutes at focus group meeting
- Verify attendance at focus group meeting
- Finalize plans for Kids' Council Saturday meeting
- Confirm Kids' Council members
- Invite Kids' Council representatives to meeting

Week #4

- Arrange for videotaping Kids' Council meeting

Prepare parent interview forms

Prepare agenda for Kids' Council meeting

Confirm all arrangements and accommodations for meeting

Hold Kids' Council meeting

Record meeting minutes

Verify attendance at meeting

Collect completed parent interview forms and any videotapes or photos

Week #4 (Continued)

Finalize plans for site review team meeting

Confirm site review team representatives

Invite to site review team meeting

Week #5

Prepare video clips for site visit review team

Collect comment forms for team's review

Confirm all arrangements for team's meeting

Hold site review team meeting

Collect any written materials from meeting

Record minutes of meeting

Week #6

Compile all information from Kids' Council/parents

Compile all information from public forum

Compile all information from site visit review team

Compile all information from focus group

Week #7

Evaluate each of practicum components

Edit videotapes of project

Week #8

Edit Videotapes of project

Write up project reports

Week #9

Write up project reports

Complete final video

Week #10

Project wrap-up activities

**REPORT ON ACTION TAKEN**

Objective #1 - Kids' Council Meeting

The school liaison for the project selected and contacted 12 children and their parents about the children serving on a Kids' Council. Two, third-grade children from each of the six public elementary schools were asked to serve as representatives on the council. The liaison sent invitations for the council meeting through campus mail to the children.

The chapter liaison on the project contacted the management of McDonald's Restaurant and they agreed to provide a meeting area for the council. They also donated refreshments for the participants. The meeting was scheduled for 3:30 until 5:00 on a Saturday afternoon in the fourth week of the practicum. A Saturday was selected since the school system would not allow the children to meet with the project team during school hours.

Kids' Council members were each given a t-shirt bearing the project logo. The author developed the logo and the graphic artist finalized the camera ready design for screen-printing (Appendix F). The chapter representative contacted a local t-shirt

manufacturer who donated the screen printing and t-shirts for the project. The children wore the shirts to the meeting.

The parents provided transportation to the meeting for their children. Some parents chose to bring along their other children and stay at the restaurant until the end of the meeting. This allowed the project team additional time to meet the parents and explain the project. Parent Interview Forms (Appendix G) developed by the author, were given out with verbal instructions for completion. Parents were asked to return the forms to the school liaison, as soon as possible.

In the first hour of the meeting, each Kids' Council member was asked what he or she would put in an after-school program, if each could design one. The author served as facilitator for the group and attempted to involve all Kids' Council members equally in the discussion. The school and chapter liaisons for the project attended the meeting, participated in the discussion and took notes on the children's comments and suggestions.

The media representative for the project filmed the council members, filming only those children whose parents gave permission for them to be videotaped. The filming took place while council members were being asked questions about what it was like to stay home alone and what they would like in after-school programs. Each of the council members was in an after-school program or some other kind of child care arrangement and each had first hand knowledge of school-age child care.

The final 30 minutes were spent eating desserts the children had selected and playing on the outdoor playground. This offered the young council members an

opportunity to establish a rapport under less structured conditions. All of the council members wanted to meet again soon for another council session.

Objective #2 - Public Forum

The author, chapter liaison and school liaison each contacted speakers and helped make arrangements for honoria, hotels, meals and transportation. Funds for these expenses came from the grant monies. With the aid of the chapter liaison, notices of the Public Forum on School-Age Child Care (Appendix H) were mailed out, one week before the forum. The fliers detailed the meeting agenda and information on the forum speakers.

Additionally, in the week before the forum, public service announcements (Appendix I) were run on all local radio stations and an article (Appendix J) was placed in the local newspaper. Following the forum, an editorial on the project also appeared in the newspaper (Appendix K). The media representative for the project is a reporter for the local television station. Due to this, the public forum received excellent television coverage, both before and during the meeting. Following the public meeting, segments of the forum were aired as part of two news stories highlighting school-age child care issues.

The forum was held the second week of the practicum. The meeting place was the parish hall of a local church. There was no fee for use of the facility since the church provided it as a service. The forum was presented in conjunction with the regular unit meeting of the author's local chapter (Appendix L). The local chapter provided refreshments for those in attendance. A small room adjoining the hall allowed children

accompanying their parents, the opportunity to participate in quiet activities while their parents attended the meeting.

The forum ran from 7:00 p.m. until 8:30 p.m. Those in attendance included; interested citizens, the media, teachers, parents, chapter members, child care providers and professionals. The Forum Programs (Appendix M), were developed and designed by the author. The chapter president/project liaison welcomed those in attendance. The author and school liaison explained the various parts of the school-age child care project. The keynote speaker was Dr. Boyd Rogan, author of "Who's Watching the Kids?", a report on school-based, after-school child care in Alabama and other southeastern states. He spoke on the need for after-school care.

Following his remarks, a panel discussion was held. The topic of discussion was "The How and Why of After-School Child Care". Panelists included: a licensed psychologist specializing in counseling with children and families, an elementary school principal and the director of the city's extended day program. Also on the panel were two elementary school teachers representing two city schools and a parent with two children in an extended day program.

Areas covered in the panel discussion included: How children benefit from after-school child care; how teachers can benefit from having this offered in their schools and what constitutes quality after-school child care. The panelists also discussed the perils and pitfalls associated with offering this care; how communities can benefit and finally, how after-school care could be an early intervention tool for children considered at risk. Following the discussion, panelists answered questions from the audience.

Hand-outs were provided to those in attendance. These included articles, written by members of the panel and the keynote speaker, which highlighted successful extended-day child care programs. Additionally, following the program, the audience was able to view video footage of after-school programs. Footage of the public forum is included in the project video.

## Objective #3

### Part A - Site Visit Review Team

In the fifth week of the practicum, the site visit review team met to view video tapes of extended-day/after-school programs which were filmed earlier in the year. The original site visit team was composed of elementary school teachers, principals and school administrators. The site visit team also included the superintendent of the public school system. The review team discussed the remarks made on the Site Visit Comment Forms (Appendix N). These forms were developed by the author for the use of team members on their site visits. The forms requested the site visit members describe the program they had visited, note what impressed them about it, and list any concerns and questions. They were also asked to give any additional comments they would like to note about the program.

The review team was made up of six teachers. They represented each of the elementary schools in the public school system serving the author's community. Some of the representatives had served before on the site visit team and had traveled to the extended-day programs selected for observation.

The school liaison for the project invited the site visit review team members to the meeting. The invitations were sent to the representatives through the campus mail. The meeting was scheduled from 3:30 to 5:00 on a weekday and was held in the conference room at the author's executive center. Since some of the members had previously served on the site visit team, this meeting was also planned as a thank you event. Refreshments were provided. Expenses for the refreshments and gifts were paid by the grant funds. The gifts - brass and marble paperweights, engraved with the project's logo, were presented to members in appreciation for their help on the project.

The school and chapter liaisons also attended the meeting. The chapter liaison aided in recording the team members comments and opinions. The author acted as facilitator for the group discussion. Members were asked what recommendations they would make regarding planning for school-age child care initiatives in their school system. They were to base these on the video tapes, the comment forms and their personal observations. Information packets which explained what to look for in quality school-age child care programs and included the Kids' Council's findings (Appendix O) were provided to team members. Specific areas discussed were: the facilities themselves, the program's staffing, and the points they considered most critical for inclusion in quality after-school child care. The review team's findings will be included in the final report to the superintendent of the public schools.

Part B - Focus Group

Twelve community leaders, each of whom had some involvement with or had indicated an interest in child care initiatives, were asked to form the focus group. Their

purpose was to meet and discuss the issues involved in providing school-age child care for the community. Members of this group included: representatives from the local Housing Authority, the local television station, the County Extension Service, the Department of Human Resources - Child Care Licensing Division, and the owners of both a large and a small for-profit child care program. Representatives from the YMCA, a local bank, a local church, a parent using after-school care and a member of administration from local school system were also included. This group had met once, previously to become acquainted, discuss child care issues, and define their involvement in child care. The author sent out letters of invitation (Appendix P) along with minutes of the previous meeting to those targeted for the second meeting.

The focus group meeting was held during the sixth week of the practicum on a Thursday afternoon from 3:30 to 5:30. It had originally been planned for the second week of the practicum. However, this did not allow adequate time for preparations and was put off one month. Again the meeting place was the conference room of the author's executive center. As with the site visit review team meeting, refreshments were served and gifts given. The expenses were handled through the grant. The gifts were the same, marble and brass paperweights which had been given to the site visit review team.

Informational packets and meeting agendas (Appendix Q) were also given to participants. Included in the packets were the suggestions from the members of the Kids' Council on school-age child care programming. The focus group members were also shown video clips of the three extended-day programs visited.

Following the viewing of the videos the group was asked three questions. These included: what they liked about the programs they viewed, any concerns or suggestions they might have, and how after-school child care, particularly that serving low-income children, could best be implemented in the author's community. Both the school liaison and the chapter liaison again assisted with taking notes of the meeting. The author served as facilitator. Each representative was asked the three questions on the agenda. The media representative filmed individual interviews with focus group members and footage of the interviews and the meeting, itself are included in the project video.

# CHAPTER 5

## RESULTS, CONCLUSIONS AND RECOMMENDATIONS

### Kids' Council Meeting

Eleven third grade children participated in the Kids' Council Saturday meeting. Six children, representing each of the six public schools, needed to be involved for this aspect of the practicum to be a success. This objective was met. The children's suggestions centered around three different aspects of school-age child care - the facility, the staff, and the programming.

Frequently, the children brought up being safe and feeling at home as critical elements of a quality program. Another important element was allowing the children to have some ownership. They wanted to provide input and be given choices. They wanted an after-school program to have a club like atmosphere. They also noted the importance of the program having a quiet, comfortable place for them to go. Being treated as individuals and with respect was mentioned by more than one child. The staff should also help children get along with each other and discipline rather than punish. Programming should follow suggestions given by the children, when possible.

In regard to the programming, the children had a lot of very specific suggestions. Their first, and perhaps most surprising suggestion, was that children be allowed some time to rest after coming in from school. They also wanted a snack time with foods they liked. Surprisingly, they included a homework time. They explained that they knew this was very important to their parents, even if it was not as important to them. Variety was the key to the programming suggested by the children. They wanted the opportunity to

work or play alone, with just one other child, or in small groups. They also wanted organized games and activities offered. Projects, field trips, Boy Scout and Girl Scout meetings and the opportunity to learn specific skills like pottery or playing basketball would be included in the ideal after-school program. They even noted they would like to have pets at the program.

Five children on the council were filmed giving their suggestions for after-school child care programs. This is to be included in the video explaining the various pieces of the project. The children were very enthusiastic giving their input and somewhat surprised that adults would ask for their suggestions.

Parent interview forms were given to the parents of all 11 participating Kids' Council members. However, only five of the forms, representing five of the six elementary schools, were returned. Six forms, one from each school, were to be returned for this to be considered a complete success. The parents who returned the forms, like their children, were very enthusiastic about the project. They were delighted that their children had been asked to participate. The five forms that were returned did note some basic similarities in what parents thought was important in after-school child care.

The first thing noted on each parent interview form was that school-age child care should provide close supervision so children in the program will be safe. The parents next noted that staff should care about the children. They should know how to discipline children appropriately. Additionally, they should be able to help with homework. Parents listed providing fun, organized activities after their other concerns.

To the question on things they were dissatisfied with in school-age child care programs, four of the parents gave different answers. One parent gave no answer here. Those that did answer noted concerns about; staff not being attentive to the children, program hours not extending long enough in the evening, fees being too high which makes care unavailable to many children, and finally, appropriate care not being provided for older children. School-age children still require supervision, but may not want to be in day care.

The final section on the form asked parents what they would include in an after-school child care program. If they could design one themselves, four out of five parents listed a supervised homework time as the first thing they would include in a quality after-school program. The fifth parent listed this also, but as number three, not number one. Trained, caring and personable staff was the thing most often listed, after a supervised homework time. Other things parents said they would include in programs were:

- A clean, safe atmosphere
- College students or older, senior citizens helping in the program
- A snack time with nutritious snacks
- An outside play time
- A separate place for younger children in the after-school program
- A quiet area for children to get away from the more noisy play area
- Transportation to and from the program
- Organized activities, as well as times when children could "free play" or select activities

- Opportunities for the children to have input on what they would like to have included in the program.

This was a very enlightening and worthwhile part of the practicum. Eleven children provided input and five parent interview forms were returned. Although it had been projected that six forms would be completed and returned for this aspect of the project to be considered a total success, the information provided in the five forms and additional information given verbally by parents was highly useful.

The information collected from the Kids' Council bore out, what experts say children require in quality school-age child care. The parents agreed that a safe atmosphere with caring staff was critical. Interestingly, the children often agreed with the parents suggestions.

Under-utilization of existing child care after school was one of the primary reasons for undertaking this project. The suggestions given by children reflect points that are not being addressed in most programs such as:

- Allowing input from children
- Giving children choices in activities
- Offering a variety of activities
- Providing a quiet place for the children to go
- The opportunity to rest or do the things, they would normally do after school if they were not in a child care program

With the information provided by the consumers of after-school child care - the parents and the children, it is clearer why some programs' slots remain vacant. New programs set up to serve the school-age child must be designed by professionals who understand quality school-age child care programming and management. Programs merely added on in day care centers which serve primarily preschool populations, that do not address the needs of the older school-age child, will not be used. Other programs which will not be fully utilized are programs which rely almost solely on recreational programming. If that is not what is wanted by many parents and children the programs will continue to have vacancies. Programs which do respond to the requests of parents and seek input from the children they serve will be able to provide care which is appropriate for children. It will also meet the needs of parents. Should any agency or group, such as the local public school system, become involved in planning for school-age child care, this information will be critical.

The Kids' Council should be replicated. Many of the after-school programs which participated in the project, noted they would like to institute a council based on this model. This can provide an ongoing method of gaining input from the children in the programs.

The lessons learned from this part of the practicum were in dealing with working parents. The parent interview form provided highly useful information. However, the original plan was for the children to ask their parents the questions in an interview. They were to then fill in the information on the form. Apparently, parents, who did fill out the forms, did so without following the interview format. Many parents, even with reminders,

did not return the form in time to be included in the practicum. For anyone planning to replicate this, the parent interview information is critical. It was clear that parents were interested and motivated. However, they did not have the time to complete the form and return it or they didn't realize the importance of the form. Another approach would be a telephone interview with each parent at a prearranged time.

Public Forum

Forty-eight people signed in on the attendance sheet for the public forum. There were more in attendance who did not sign in. For this piece of the practicum to be considered a total success, 50 people were to attend the forum. However, with the television coverage recording the meeting, thousands of people viewed segments of the forum. Additionally, with the newspaper coverage and the editorial, highlighting the importance of the school-age child care project, thousands more were made aware of the issue. Due to the additional forum participants through the media involvement, this piece of the practicum should be considered successful.

Dr. Rogan explained that programs for children ages 5-13 should be safe, predictable and consistent. A benefit of quality after-school child care in schools is that it can offer children the opportunity to learn something for the sake of learning - not just for a grade. This can remove the fear of failure and even change the child's perception of school and of him or herself. According to Dr. Rogan, programs should be fiscally responsible, for both the program and the parents using the program. They should also be well planned and managed, and use qualified staff who receive regular in-service training. Dr. Rogan spoke for 30 minutes and then took questions from the audience.

Highly useful information for groups contemplating school-age child care initiatives came from the panel discussion following Dr. Rogan's remarks. From the psychologist it was learned that many young children in latchkey situations are emotionally unable to handle the pressure. There are children in the author's community staying home alone who are so fearful they lock themselves in a closet, for up to four hours, until their parents come home. From the school principal it was learned that using high school and college students as staff provided an opportunity for young children to have positive role models. In addition, this provides part-time work for young people who can benefit from the income and the work experience.

A teacher in a school offering after-school child care explained there are turf issues to be dealt with. This often is a problem when space must be shared by the classroom teacher and the after-school program. However, if the director is sensitive to this, there are many benefits to offering this service. After-school program staff can help with homework, provide one to one opportunities, and often help children overcome discipline problems.

The director of an after-school program, serving 400 children and employing a staff of 70, also spoke. She explained the key to their success is quality staff and regular in-service training. The training is provided by a consultant with expertise in school-age child care. Finally, a parent noted that school-age child care is not perfect. However, in her opinion, the care that her two sons receive in an after-school program at their school is as close to perfect as possible. The panel spoke for one hour and also took questions from the audience.

The keynote speaker proved to be an excellent choice. He clearly summarized the need for school-age child care and how it should be carried out. He was also able to allay the fears of conservative parents. He explained school-age child care was not meant to supplant either the family or the schools. The panelists remarks were useful to the audience since each member spoke from experience.

Audience response, following the forum, was overwhelmingly positive. Chapter members stated that the forum was the best public meeting they had ever attended. One teacher remarked that she was now sold on the idea of after-school child care in the schools. She had been very skeptical at first. Representatives from a highly conservative watchdog group also reacted positively to the information presented. No negative reaction was received following the meeting.

The forum is an integral part of a public awareness project. Although large numbers may not have attended the forum, itself, it served as a springboard for other public relations opportunities. An irony about the forum was that the public school system scheduled a meeting, dealing with school restructuring at the same time. This conflict, no doubt, hurt forum attendance. However, the key points made by forum speakers were videotaped. Plans have been made to offer the videotape to those who missed the forum, due to the school system meeting. A critical element of the forum's success was the availability of child care on-site. This should be provided by any group replicating this part of the practicum.

Packets of information outlining the action taken for the practicum were prepared. An evaluation form (Appendix R) was developed by the author. The author also

contacted the national headquarters for the chapter about rating the major practicum pieces and the public forum agenda. The national School-Age Child Care Project Director in Washington, D.C. and the School-Age Child Care Project Director at Wellesley College both agreed to evaluate the practicum components. Locally, the mayor of the author's community rated the project.

The three reviewers were contacted by the author and given a brief explanation of the project and the evaluation form. Information packets and evaluation sheets were mailed to the evaluators. Two of the three evaluators judged that all four major practicum components - Kids' Council, public forum, site visit review team meeting, and focus group meeting would significantly increase public awareness. They also judged that each be considered for replication (Appendix S).

Part - A Site Visit Review Team

Representatives from the six public elementary schools were invited to attend the meeting. Six persons attended, representing four of the six schools. This aspect of the practicum was successful. Forty-four site visit comment forms were collected from the site visit team members. The consensus of the forms was shared with the review team representatives. Video tapes of the site team visits to three school systems providing extended-day care were also shown. Members gave their input about the three primary aspects to be considered in carrying out an extended-day program - facilities, staff and programming.

Many voiced concern about using the "shared space" approach. They preferred that teachers not have to share their classrooms with the staff and children in the after-

school program. If this was the only option, teachers who volunteered should be the only ones required to share space. The approach to the teachers regarding sharing their classrooms should be carefully planned and carried out in order for it to be successful.

With this arrangement, they remained concerned that the rights and property of the teacher and children, who used the classroom during the school day, be protected. Rooms selected for sharing should be relatively close together to prevent children from wandering down the halls. Children should be divided by ages or roughly by grades, rather than lumping all of them in a large group. Common areas, such as the gymnasium, library and cafeteria, should be made available to the after-school program.

The site visit review team members were also very concerned about staffing the program. They did not want teachers to staff the program after teaching all day. They suggested that teachers may not be the best source for staff since after-school care is not a continuation of the school day. However, they did suggest the program might require a certified teacher specifically for helping with homework or providing tutoring. Staff should be carefully screened, be professional and proficient in first aid and CPR. They noted staff could be recruited from the local college. However, each had misgivings about employing high school students in an after-school program. They were concerned that these students might require a great deal of supervision, themselves.

Members were adamant that no staff member should be responsible for more than 20 children at a time. All staff should be well trained and supervised. Having a consultant provide workshops and regular in-service training was encouraged by team members. Special emphasis should be given to dismissal of the children from the program in the

evening. Team members were very concerned that the staff member could get easily distracted with children leaving at different times. They suggested that one person be designated to check-out children and there be a very clear procedure in place for this.

As for programming, members wanted it to include a time and place for rest. Snacks were also important. In their opinion, they should be the same for all children and include foods that the children helped select. They should be nutritious and children should not be allowed to buy candy and cokes from machines. Homework time should come next, after the children had a few minutes to eat and rest. A qualified person should be assigned to help the children with their work. Members also suggested that retired persons might aid with setting up special activities for the children, such as knitting, cross-stitch and gardening.

Time for outdoor activities should be in the schedule everyday, if possible. A variety of activities should be offered to the children. Team members suggested that children could choose want they wanted to be involved in a few days ahead, rather than daily. This would give staff time to plan and set aside necessary supplies. Children could sign up Friday for the activities they wanted the next week. This could prevent the problem of a staff person having spent time planning and purchasing supplies for an activity that children did not choose to participate in.

The kinds of activities that members would like offered included board games that two or more could play, arts and crafts, group projects and recreational activities. They did not want television or Nintendo as activities children could choose. They also did not want any pets which extended-day staff would have to care for. Special opportunities for

children could also be included in the scheduling such as Boy Scout meetings and special lessons. These lessons could be offered for a specific number of weeks and, perhaps for a small fee to cover expenses.

The teachers selected to serve on the review team provided a slightly different approach to extended-day programs, particularly those housed within the schools. It was very clear that they were worried about the children who were going home to empty houses, or were left sitting on the curb after school. However, they were very protective of their turf. They also found it hard to understand that child care is different from having children in class.

On the other hand, the participants seemed to grow from their experience and gained new insights into the problem. They also developed possible solutions. Their suggestions were sound ones and went along with what parents had requested in quality after-school programs. Their suggestions also had many similarities to those given by the Kids' Council. Not allowing pets, television viewing or Nintendo were the primary discrepancies. They also differed in their opinion from the public forum panelists who spoke highly of the practice of hiring high school students as staff. The team members were pleased to learn that a compilation of the information from the public awareness project would be presented to the Superintendent of Schools and to the School Board.

This was an important part of the public awareness project, since it also involved changing attitudes. Following the session, there was clearly a greater understanding of what quality care was, why the schools might need to become involved in after-school care and how it could be carried out. The team was sensitive to the importance of

implementing a program in such a way that it caused the least amount of stress on teachers, parents, administrators and children.

Part B - Focus Group

Twelve community leaders were invited to attend a meeting at which videotapes of extended-day programs in other school systems would be previewed. Following the video tapes, input from focus group members about implementing a similar program would be requested. Nine of the twelve leaders invited either attended or gave interviews for the project video. They represented the Extension Service, Housing Authority, a local bank, a television station, the school system, the YMCA, and local day care centers. This part of the practicum was successful since involvement was obtained from nine community leaders.

After reviewing the videotapes, group members noted the things that impressed them most in these programs. The idea of having a cozy corner which children could sign up to go to as an activity was interesting to members. They found it a unique way of handling children who might need, or just want, some time out. Members also liked the wide variety of activities that were offered to the children. The children clearly enjoyed the activities. A focus group member, also a parent, liked skills such as baton twirling and cheerleading being included in the programming. Frequently, members remarked on the variety of activities and how impressed they were that the children were allowed to choose which activities they would participate in each day. Finally, they found the use of high school students as staff a unique way to provide positive role models for children.

This could help the child at risk who might be struggling with school or family problems or negative peer pressure.

Member's concerns were significant. The concerns brought up, often reflected how school-age child care, offered through the school system, would impact the focus group members or their programs. For example, the director of a day care center worried that this could affect his center's business. The representative from the YMCA was concerned that setting up in all schools could spread resources too thin. They also noted low income children must still be served and Department of Human Resources guidelines met. If this could not be set up in all schools, one member wanted to know who would decide which schools got the after-school care. He also wondered what would be used as a basis for determining this. If a program was set-up, what the school system's liability would encompass was also listed as a major problem by group members.

Exactly how after-school child care, particularly a program serving low income children, could best be carried out in the author's community was a difficult question for group members to answer. There was total agreement that any program set up should have as its first priority, serving the now unserved low income population. Therefore, the program should be taken where the children live. This could mean setting a program up in a school serving primarily low income children. A program could also be set up in a community building in an area served by the local Housing Authority. It was pointed out by Housing Authority representatives that most families in low income apartments do not

have their own transportation. If parents could walk to pick up children, they would be more likely to use the program.

Since the emphasis was on serving low income children, it might not be possible for the program to be financially self-sufficient. More than ever, it would be critical to form coalitions within the community for funding and staffing the program. It was suggested that industry and local business adopt the program and elderly or retired persons could volunteer to help the paid staff. The use of high school students as additional staff, offering low income students part-time jobs and the children in the program the advantage of positive role models, was also recommended. Grants for set up could be tapped through the Block Grant monies coming to the state and through the Housing Authority.

This was the most difficult piece of the practicum to complete. It was necessary to bring together people from the community who would, perhaps, be negative about the whole concept of after-school child care. They could be against child care provided by, or involving, the school system. This took patience and delicate handling. Many who were asked to be a part of the group might feel very threatened, initially. Care was taken to maintain an objective viewpoint and understand each member's concerns over turf.

From the comments made by members, they were happy to participate and felt less threatened by being included in the awareness project. They also noted that they had openly shared their concerns. It can be difficult for the manager of a public awareness project to go forward when some participants may not be in favor of the project. However, if a project is going to be a true community project, all sides must be heard. Serious attempts must be made to listen and find a middle ground. Exposing

members to quality after-school programming can benefit the entire community, no matter how it is decided after-school child care should be carried out.

FOLLOW ON

The information on the entire project will be provided to the national headquarters. The report on this project, along with the reports from the other 14 school-age child care projects, will be reviewed by staff at the headquarters. The information will be compiled and disseminated. The information will be shared with those participating in the school-age child care projects across the United States. It is likely that this information will also be shared with an even larger audience through magazine articles.

A final, edited video of the after-school child care project has been completed. It will be made available to other communities and school systems looking at school-age child care initiatives. It will be necessary only that they send a blank video tape and pay for postage and copying the video.

The logo design, developed for the project, will be submitted to the national headquarters. They may use it for future public awareness projects involving school-age child care. The Kids' Council members will continue to wear the t-shirts, screen printed with the project logo, to advertise the community's school-age child care project. It is hoped that the idea of a council for children can be maintained. It can serve as a vehicle to improve communication on other issues that affect children and their families.

With the focus group and site visit review team both in place, and the public forum held, collaborations have been started. The lines of communication have also been opened. Should the community follow through on the idea of involving the school system

in a school-age child care initiative, key players have been identified to work on the project.

The Kids' Council, with its component of parent involvement, the community's focus group, the site visit review team and the public forum are all ideas that can be continued. They can be easily replicated and used for other community initiatives. It is hoped through this project, the writer's community has developed a clearer understanding of school-age child care, and of itself.

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Appendix A.- 4-H Club Survey

A REPORT -

LATCH-KEY CHILDREN

In February, 1988 I met with 27 4-H Clubs across the county. Out of 774 girls present 315 were latch-key kids. That's 41%. These are children who go home to an empty house because their parent(s) work outside the home. Many of the children also are the last to leave in the morning and lock the house before leaving for school. They are often responsible for younger children which is a major problem for them followed by boredom. Among older age clubs Central girls were 100% latch-key, Wilson 75% and Wilson 6th grade had 58% for the high, Anderson, Jr. Club was second at 57% with Central Jr. High and LCHS 6th grade tied for third at 56%. Lowest again was Mars Hill Elementary with 22%.

It would be great to see some of our churches develop after school and summer Latch-Key Programs for community children. I'll be glad to talk with groups interested in such a project.

Sandra Harper
County Agent

The Alabama Cooperative Extension Service
AUBURN UNIVERSITY
Sandra Harper
COUNTY AGENT
P.O. BOX 773
1 COURTHOUSE BASEMENT
FLORENCE, AL 35631
TELEPHONE (205) 760-5860

## SCHOOL-AGE CHILD CARE SURVEY

CURRENT SUPPLY

1. Please indicate the total number of providers in your community offering child care for children between the ages of 5 and 13 in:

A) Center based programs (e.g., preschool child care programs which also serve school-age children): 12

B) Public school based programs (include programs run by the public school as well as those housed in public schools but run by other groups such as YMCA, parent groups, etc.): 0

C) Other programs (park & recreation programs, YM and YWCA programs Boys and Girls Clubs, etc.): 1-YMCA

2. Please indicate the total number of school-age child care spaces available in your community in:

A) Center based programs: 289 (200 slots filled)

B) Public school based programs: 0

C) Other programs: YMCA- 200 (70 slots filled)

3. To the best of your knowledge how many openings, if any, are currently available for school-age children in your community? 219

4. To the best of your knowledge how many children, if any, are on current waiting lists for school-age child care in your community? 15 are on the Department of Human Resources waiting list for subsidized after school child care)

5. To the best of your knowledge, the children served in existing school-age child care programs represent 12 % of the total need for school-age child care in your community.

6. To the best of your knowledge, what is the average cost per week for school-age child care in your community? $25.00 pr. wk.

7. What are the sources of scholarship assistance available in your community for school age child care (e.g., Departments of Social Services or Public Welfare, United Way, etc)? Department of Human Resources and United Way through the local YMCA after school child care program

DEMAND

8. Have any parent surveys on the need or desire for school-age child care been conducted during the past three years: 0

If yes, please provide a brief summary of the findings: NA

Appendix C. -

League of Women Voters School Age Child Care Parent Survey

3, 579 Questionnaires Sent Out.

9% Return Rate.

320 Questionnaires Returned.

43% (137) Families indicated they needed child care for work or school.

93% Needed after-school child care for work.

7% Needed after-school child care for school themselves.

29% Needing after-school care for children were single parents.

72% Parents cited need for after-school care.

26% Parents cited need for before-school care.

27% Parents cited need for care at other times.

64% Parents require care for children ages 6 - 10.

18% Parents require care for children ages 11 - 13.

18% Parents require care for children under age 6.

18% Parents use a babysitter at home.

36% Parents use a babysitter outside of the home.

25% Parents use some form of licensed child care.

15% Parents use a combination of services.

4% Parents use some other form of child care.

20% Parents have no child care.

What parents wanted offered in programs according to importance:

#1 Homework time.

#2 Recreation and sports.

#3 Tutoring.

#4 Enrichment activities.

#5 Scouts, clubs, etc.

## Appendix D. - Parent Survey Form

School _____

1. Do you need after school care for your child/children?
   yes _____ no _____

2. Do you need after school child care in order to work?
   yes _____ no _____
   Attend school yes _____ no _____

3. Are you a single parent? yes _____ no _____

4. What types of after school care do you need?
   (Check all that apply)
   after school _____
   summer/holidays _____
   occasional/drop in _____

5. What are the ages of your children who need after school care? (Put the number of children you have who need care in the blanks)
   under 6 _____
   ages 6 - 10 _____
   ages 11 - 13 _____

6. What kind of after school care are you now using?
   (Check all that apply)
   none _____
   babysitter at your home _____
   family member or babysitter outside your home _____
   licensed family day care home _____
   a combination of these _____
   Specify any other_____

7. What days do you need after school care?
   Mon. ___ Tues. ___ Wed. ___ Thurs. ___ Fri. ___

8. What hours do you need after school care?
   Indicate time _____ p.m. to _____ p.m.

9. Have child care problems caused you to miss work or school?
   yes _____ no _____

10. What would you like to see offered in an after school child care program?
    tutoring _____
    homework time _____
    Cub Scout/Brownies, etc. _____
    recreation/sports _____
    enrichment: art, music, dance, _____

11. Do you also need before school child care?
    yes _____ no _____

**LEAGUE OF WOMEN VOTERS**
**OF THE MUSCLE SHOALS AREA**

THE LEAGUE
OF WOMEN VOTERS

Dear Parent,

Does your child need after school child care? With the support of the Florence City Schools, the League of Women Voters of the Shoals area has obtained a grant which will be used in part to determine the need for after - school child care in Florence.

Please answer the questionnaire and return, one per family, to your child's school by _____. Understand that this is a fact finding survey and does not mean to imply that any decisions have been make regarding offering this service.

We appreciate your help. Thank you for your participation.

Sincerely yours,

Hester Cope,
President
League of Women Voters of the Shoals

Appendix F. - Project Logo

League of Women Voters

LWVEF

Appendix G. - Parent Interview Form

PARENT INTERVIEW FORM

Kid's Council Member's Name_____

1. In your opinion, what things are most important in an "after school" program?

2. What things, if any, are you concerned about or dissatisfied with in the after school programs available?

3. If you planned an after school child care program, what things would you want to include in it?

4. Additional comments. (use back page, if necessary)

Kids Council
B.A.C.C. project
League of Women Voters
LWVEF

*You are invited to*

**A PUBLIC FORUM ON**
**AFTER-SCHOOL CHILD CARE**

Sponsored by the League of Women Voters of the Shoals
through
a grant from the League of Women Voters Education Fund

**MONDAY, APRIL 22nd, 7:00 p.m.**
**TRINITY EPISCOPAL CHURCH**
Corner Pine and Tuscaloosa Sts., Florence

Featuring:

Dr. Boyd Rogan, author of "Who's Watching The Kids?" - a report on school-based after school child care in Alabama and other Southeastern states.

Panel Discussion:
"The How and Why of After-School Child Care"

Bonnie L. Atkinson, PhD, Licensed Psychologist - Specializing in counseling with children and families

Sandra Vella, Director - Extended Day Program, Homewood City Schools

Jack Allison, Principal - Hall Kent Elementary School, Homewood City Schools

Becky Salls, Elementary Teacher - Homewood City Schools

Sara Bonfield, Parent - Children enrolled in Highland Park Elementary School Extended Day Program, Muscle Shoals City Schools

Mary Tucker, Elementary Teacher - Highland Park Elementary School Muscle Shoals City Schools

Also Featuring:

Robert Richey, Jr. Community Education Specialist, Alabama Department of Education

The public is invited to attend this FREE Forum which examines the questions:

How do kids benefit from after-school care?
How can the classroom teacher benefit from such a program?
What is quality after-school child care?
What perils and pitfalls exist?
How can the community benefit from after-school child care programs being offered?
Can after-school child care be an "early intervention tool" for working with "at risk" children?

Appendix I. - Announcement

Date: April 15, 1991

Subject: After-school Child Care

From: League of Women Voters of the Shoals

Contact: Hester Cope, president 766-1531

Release Dates: Friday, April 19-Monday, April 22.

PUBLIC SERVICE ANNOUNCEMENT

45 word copy:

DO CHILDREN BENEFIT FROM AFTER-SCHOOL CARE? THE LEAGUE OF WOMEN VOTERS PRESENTS A PANEL DISCUSSION FEATURING DR. BOYD ROGAN, AUTHOR OF WHO'S WATCHING THE KIDS? ON MONDAY, APRIL 22nd AT 7 P.M. AT TRINITY CHURCH ON PINE STREET IN FLORENCE. THE PUBLIC IS INVITED TO THIS FREE PROGRAM.

# Region/State

## LEAGUE OF WOMEN VOTERS' FORUM

# Extended day care offers hope for 'latchkey kids'

By Russ Corey
Staff Writer

FLORENCE – What happens to "latchkey kids" after they come home from school is a problem facing many working parents.

After-school extended day care conducted at local elementary schools would give those children a familiar place to relax, study and socialize in the company of other children with the supervision of an understanding adult.

The League of Women Voters of the Shoals sponsored a public forum Monday night that addressed the topic of extended day care and how it would affect teachers and students.

The league and those involved with the School-Age Child Care project said they hope to have an extended care program instituted in Florence schools soon.

Dr. Boyd Rogan, a professor at the University of Alabama-Birmingham School of Education, said there are between 2 million and 10 million latch key kids in the U.S. Latchkey kids are those who stay home alone between the time school is dismissed and the time their parents come home from their jobs.

Extended care is one way to give these kids somewhere to go other than an empty home or, in some cases, the streets.

Primarily geared toward children ages 5-13, Rogan said the programs must be safe, predictable and consistant, but not as rigidly structured as the school environment.

"We do know it can make a difference in the life of young people," Rogan said. "How can you put a price tag that?"

Children have more time to develop social skills and can "learn something for the sake of learning it ... without the fear of failure," according to Rogan.

For some children, it gives them one-on-one contact with a caring adult who can assist the child with homework. Extended care can provide the child with additional attention their parents or a classroom teacher may not be able to provide, said Becky Salls, an elementary teacher in the Homewood school system.

Salls has been involved with an extended care program for about five years.

"In five years, I have developed a relationship with the workers in the program," she said. She has even taken a job with the extended care program at her school.

At first, she said the teachers at the school were leery about someone taking over their classrooms, but they have since learned to accept it.

Open lines of communication between teachers and the extended day care director help to work out problems between the two groups, she said.

Sara Bonfeld, a working single parent with twin boys in the extended care program at Highland Park Elementary School in Muscle Shoals, said she pays $85 per month for the service.

Unlike private day care, the children enter extented care directly from school, she said.

The children are also in a familiar environment with children they attend school with, which "makes them feel safe," she said.

A "Kid's Council" made up of representatives of the six Florence elementary schools said safety was one aspect they would want in an extended care program.

The kids wanted the facility to be quiet and comfortable with a place to play outdoors, and they would like a staff that would help them with their homework and make them feel at home in the program.

The program would allow the young people time to rest after school, time to do homework and time for "noisy" outdoor activities.

Project coordinator Susan Zuber said she hopes the public becomes involved with the SACC project so they can help decide what would best suit their children.

The Homewood program has 400 young people enrolled and employs 70 people, said Sandra Vella, program director.

The employees attend workshops and training programs to make a difference with the children.

Hester Cope, president of the League of Women Voters of the Shoals, said she hopes to approach the board of education about an extended care program after the project is finished in the summer.

Appendix J. - Articles

63

TimesDaily, Friday, April 19, 1991 5B

# League sets forum on after-school child care

By Vicki Pounders
Staff Writer

FLORENCE – The League of Women Voters of the Shoals will present a public forum on after-school child care Monday, April 22, at 7 p.m.

The forum will be held at Trinity Episcopal Church, corner of Pine and Tuscaloosa streets.

"Hopefully, this will result in children having some more options," said Hester Cope, league president.

Cope said the forum is the culmination of a year of study and other activities resulting from a grant from the League of Women Voters Education Fund. The league received the grant last year to look at alternatives in after-school child care.

"There are a lot of children who don't have anything to do after school," Cope said. "We think perhaps we haven't kept pace with the time in providing children with what they need after school."

The league decided to use the grant money to examine the possibilities of setting up a school-based after school program in the Florence system.

School officials expressed some concerns, however, that the program might mean more responsibility for them. The league decided to use programs already in existence to show them that it would not, Cope said.

Cope said the league organized three groups – a kids' council, a site visit group and a focus group – to further study their options.

"The kids council met with us and talked about what they wanted to see in a program," she said. The focus group was made up of child care providers and others with an interest in the program.

"Finally, we set up a group of teachers, one from each school," she said. These teachers visited existing programs in Muscle Shoals, Homewood and Huntsville.

The findings of those groups will be a part of Monday night's meeting.

The meeting will feature Dr. Boyd Rogan, author of "Who's Watching the Kids?," a report on school-based after-school child care in Alabama and other Southeastern states.

There will also be a panel discussion on "The How and Why of After-School Child Care." Panel members include Bonnie L. Atkinson, Ph.D., licensed psychologist; Sandra Vella, director of Homewood's extended day program; Jack Allison, Homewood principal; Becky Salls, Homewood elementary teacher; Sara Bonfeld, parent who uses the Muscle Shoals extended day program; and Mary Tucker, Highland Park elementary teacher.

The panel will discuss benefits of such a program and how such programs have affected them, among other things.

"We believe it could be a very effective tool for working with at-risk youth," Cope said.



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# Editorials

## A hospital for Red Bay

The financially troubled Red Bay Hospital may survive through a proposal to allow Helen Keller Memorial Hospital to assume operation of the facility.

The two hospitals signed an affiliation agreement in September under which Red Bay Hospital refers serious medical cases and services it cannot provide to Keller.

City and Red Bay Hospital officials are negotiating with Keller to keep the hospital open through a lease-purchase arrangement.

Red Bay Hospital officials said it is likely the 35-bed facility will close without an agreement with Keller. Many small hospitals serving small cities and rural areas in Alabama and across the nation face the same problem.

Keller, however, does provide an avenue for Red Bay to maintain a medical facility that offers emergency care and a variety of other services. It is important that the two parties work out an agreement so that residents of the west Franklin County community do not have to travel 30 miles or more for emergency care and other medical services.

There is little hope that communities will be able to gain much help from state and federal governments with needs such as this. Larger communities, such as the Shoals, will be called on more and more to help small towns maintain certain vital services.

Residents of Red Bay should encourage their officials to complete this agreement with Keller.

Convenient medical care is something no community of that size should be without. An agreement between these two hospitals would maintain this service, which is an important aspect of any community's appeal.

## After-school care

The concept of after-school care for children is on the rise across Alabama. The League of Women Voters of the Shoals will present a public forum on the program tonight at 7. The forum will be held at Trinity Episcopal Church, at the corner of Pine and Tuscaloosa streets, and will feature Dr. Boyd Rogan, author of "Who's Watching the Kids?" The report focuses on school-based after-school child care in Alabama and other Southeastern states.

There will also be a panel discussion on "The How and Why of After-School Child Care." Panel members will include Bonnie Atkinson, Ph.D., licensed psychologist in the Shoals; Sandra Vella, director of Homewood's extended day program; Jack Allison, Homewood principal; Becky Salls, Homewood elementary teacher; Sara Bonfield, a parent who uses the Muscle Shoals extended day program; and Mary Tucker, Highland Park elementary teacher.

Area parents who are interested in such a program in their schools should attend this forum.

It offers a variety of people involved with children and after-school programs who can answer questions and offer insight into the advantages or disadvantages of the program.

TimesDaily
Serving the Shoals area since 1869
Steven Ainsley *Publisher*
Bruce Gaultney *Executive Editor*
Winford Turner *Managing Editor*
David Palmer *Editorial Page Editor*
A NEW YORK TIMES COMPANY

## Letters welcome

The TimesDaily welcomes letters to the editor. Please include your full signature, home address and telephone number on the letter to allow verification. In order to present a wide range of views, we ask that letters be limited to 250 words. All letters are subject to editing. Write: Letter to the Editor, TimesDaily, P.O. Box 797, Florence, Ala. 35631.





Appendix K. - Editorial

Appendix L. - League Notice

THE LEAGUE OF WOMEN VOTERS

THE VOTER
LWV OF THE SHOALS
APRIL 1991

CALENDAR

| | | | |
|---|---|---|---|
| April 22 | 7:00 P.M. | Parish Hall, Trinity Episcopal Church | Unit Meeting |
| April 24 | 7:15 P.M. | A. G. Edwards Bldg. | Board Meeting |
| April 26 | 11:00 A.M. - 12:30 P.M. | Wesley Foundation, UNA, on Date Rape | Program Open to the Public |

## AFTER-SCHOOL CHILD CARE FORUM

What are the components of a good after-school child care program? Does it make a real difference to children? Is it an added burden to already overworked teachers and school administrators?

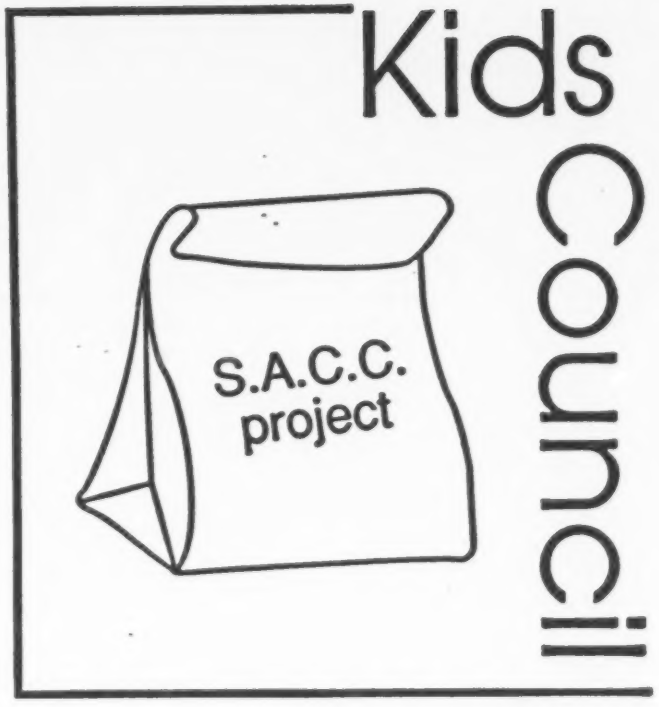
Over the past year, with the help of grants from the national LWV and with the participation of several Florence teachers, principals, and administrators, our League has been searching for answers to those questions. The results are impressive and revealing. Sharing those answers with League members and, more important, with our community is the next step and the key to the success of the entire project. You are urged, therefore, to attend our Child Care Forum and bring neighbors and friends. If a conscensus does not exist within the community about what constitutes a top quality after-school program, and if there is no appreciation of what it can mean to children, then it is unlikely to become a reality in Florence.

Our forum will feature Dr. Boyd Rogan, the author of many publications on school age child care. We'll also have a panel of people who have particular insights on the value of after-school care and the methods used in providing it.

We will show you film clips of some of our site visits to successful programs, and will introduce you to Bob Richie of the Community Education Dept. of the State of Alabama. We will give you an opportunity to ask questions of people who have set up and are operating outstanding after-school care programs.

Up until this time, Susan Zuber and Jean Gay Mussleman have been the key players in this project, but now the focus must shift, and the success or failure must rest, as it ultimately does in League, with the entire membership. In the final analysis, it is your support that makes our League effective. You can give the support that is needed simply by being at the forum. Please put this on your calendar.

Appendix M. - Forum Program




**A PUBLIC FORUM ON**
**AFTER-SCHOOL CHILD CARE**

**Sponsored by the League of Women Voters of the Shoals**
**through**
**a grant from the League of Women Voters Education Fund**

**MONDAY, APRIL 22nd, 7:00 p.m.**
**TRINITY EPISCOPAL CHURCH**

**WELCOME**

Hester Cope, President
League of Women Voters of the Shoals

**INTRODUCTIONS**

Susan Zuber, Project Coordinator
School-Age Child Care (SACC) Project

**INTRODUCTIONS**

Jean Gay Husselman, Associate Coordinator
School-Age Child Care (SACC) Project

**KEYNOTE ADDRESS**

Dr. Boyd Rogan, Professor, University of Alabama at Birmingham - School of Education
Author of "Whos's Watching the Kids?"

**PANEL DISCUSSION**

"The How and Why of After-School Child Care"

Panel Members
Bonnie L. Atkinson, PhD, Licensed Psychologist

Sandra Vella, Director - Extended-Day Program
Homewood City Schools

Jack Allison, Principal - Hall Kent Elementary School
Homewood City Schools

Becky Salls, Elementary Teacher
Homewood City Schools

Sara Bonfield, Parent
Highland Park Extended-Day Program

Mary Tucker, Elementary Teacher
Highland Park Elementary School





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Kids Council
B.A.C.C. project
League of Women Voters
LWVEF

## SITE VISIT COMMENT FORM

Site Team Member's Name_____

Date of Site Visit_____

Program/Site Visited_____

Program/Site Address_____
(city)

### COMMENTS

1. How I would briefly describe the program visited.

_____

_____

_____

_____

2. What impressed me about the program.

_____

_____

_____

_____

3. Things that concerned me about the program.

_____

_____

_____

_____

4. Any questions I still have about the program.

_____

_____

_____

_____

5. Additional comments. (Use back page, if necessary)

_____

Appendix O-KIDS' COUNCIL SATURDAY

School-Age Child Care (SACC) Project
League of Women Voters of the Shoals

League of Women Voters Education Fund

Kids Council
S.A.C.C. project
League of Women Voters
LWVEF

Kids' Council Members

Jamie Flippo - Weeden
Rob Walters - Forest Hills
Melissa McCord - Brandon
Marcus Allen - Harlan
Jarred Poole - Brandon
Hayley Reed - Hibbett
Ted Waters - Hibbett
Sabrina Putman - Powell
Sarina Putman - Powell
Brittany Daniel - Powell
Chad Springer - Harlan

Kids' Council Members' Suggestions
For After-School Child Care Programming

What they would put in an after-school child care program, if they designed it for themselves.

1. The facility itself would:

be like a "club" for kids.
be "comfortable".
have a "quiet" place kids could go.
be "safe".
have some "soft" furniture to sit on.
provide a place for kids to keep their things so others would not be able to "bother" them.
have a place to play outdoors.

2. The staff would:

be able to help them with their homework.
make the program "fun" for kids.
make them feel "at home" in the program.
allow kids to make choices about which activities they participate in.
help kids to "get along" with each other.
reward good behavior - not punish kids.
be sure to use "time-out" only when necessary.

3. The program would:

allow some time to "rest" after school.
include a snack time and offer foods that are good for kids and are things they like.
include time for homework.
include time for " noisy", outdoor activities.
encourage kids to choose what they would like to do.
offer the choices of working alone, with another person, in small groups, or in an organized game.
provide board games, Nintendo, some television time, crafts, and a place to ride a bike.
have pets.
have field trips to the Waterslide, the skating rink, restaurants and other places kids like.
provide time for Boy Scouts and Girls Scouts to meet.
let kids work on "projects", as a group.
teach kids skills - pottery, art, singing, ice skating, roller skating, karate, piano and ballet.
teach kids to play basketball, soccer and football.
ask kids for their advice and be open to what they suggest.
allow for differences in kids.

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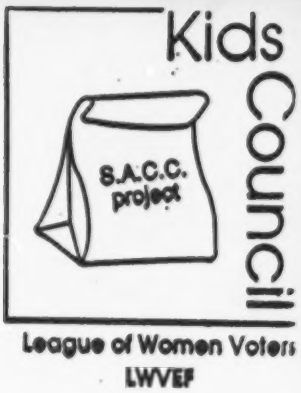
Appendix P. - Invitation




May 6, 1991

Dear Focus Group Member,

I appreciate your willingness to meet with this group and have enclosed a list of participants and the "abbreviated minutes" of our initial meeting. Most of you were unable to attend the Public Forum on After-School Child Care, therefore, it is especially important that you attend our Focus Group Meeting, May 23rd.

This meeting will give us an opportunity to look at videotapes of the three, public school sponsored, after-school child care programs, visited by the Site Visit Team. It will also give us an opportunity to gain your input on three questions:

1. What you like about these programs.
2. Any concerns or suggestions you might have about implementing after-school programs similar to these.
3. How after-school child care, particularly that serving low income children, can best be implemented in our community.

It is of vital importance that you attend this meeting Thursday, May 23, 1991 at 3:30 p.m. in the Keystone Executive Centre Conference Room. Please make arrangements to send a representative in your place, if you cannot attend. Call me at 740-8244, if you have any questions.

Sincerely yours,

Susan Way Zuber

Susan Way Zuber
SACC Project
Coordinator

Appendix Q. - Agenda

LEAGUE OF WOMEN VOTERS OF THE SHOALS

SCHOOL-AGE CHILD CARE (SACC) PROJECT

Spring Focus Group Meeting
May 23, 1991

AGENDA

| | |
|---|---|
| Welcome | Susan Zuber, SACC Project Chair |
| View Video Clips | Muscle Shoals, Huntsville and Birmingham SACC Programs |
| Hand-outs | What other SACC Project participants have to say about SACC Programs |
| Discussion | SACC Project Focus Group Members<br>1. What members like about the programs viewed.<br>2. Suggestions or concerns members might have about implementation of these programs.<br>3. How after-school child care can best be implemented in our community, particularly for low income children. |
| Presentation of thank you gifts | Susan Zuber, SACC Project Chair<br>Hester Cope, President - League of Women Voters of the Shoals |

Funded by League of Women Voters Education Fund

Appendix R. - Evaluation Form

**EVALUATION OF PRACTICUM COMPONENTS**
**FOR**

**Increasing Public Awareness and Developing Community Based Strategies for Quality School-Age Child Care Initiatives**
**by**
**Susan Way Zuber**
**Nova University**

I have read the synopsis of the four primary components of the practicum. It is my opinion that each practicum component would increase public awareness and /or involvement of targeted groups in planning for quality community based school-age child care initiatives as follows:

1. Kids' Council - School-Age Child Care

   No increase
   Moderate increase
   Significant increase - consider for replication

2. Public Forum on School-Age Child Care

   No increase
   Moderate increase
   Significant increase - consider for replication

3. Site Visit Review Team - Extended-Day Programs

   No increase
   Moderate increase
   Significant increase - consider for replication

4. Focus Group - School-Age Child Care Issues

   No increase
   Moderate increase
   Significant increase - consider for replication

Name

Title

Date

Appendix S. -

EVALUATION OF PRACTICUM COMPONENTS
FOR

Increasing Public Awareness and Developing Community Based Strategies for Quality School-Age Child Care Initiatives
by
Susan Ray Zuber
Nova University

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1. Kids' Council - School-Age Child Care

No increase
Moderate increase
✓ Significant increase - consider for replication

2. Public Forum on School-Age Child Care

No increase
Moderate increase
✓ Significant increase - consider for replication

3. Site Visit Review Team - Extended-Day Programs

No increase
Moderate increase
✓ Significant increase - consider for replication

4. Focus Group - School-Age Child Care Issues

No increase
Moderate increase
✓ Significant increase - consider for replication

Name Ellen Gannett
Title Associate Director, School-Age Child Care Pr
Date 8/6/91 Wellesley College

Looks like a great project, especially the Kids Council which I really like. Congratulations!
Yours Ellen

EVALUATION OF PRACTICUM COMPONENTS
FOR

Increasing Public Awareness and Developing Community Based Strategies for Quality School-Age Child Care Initiatives
by
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No increase
Moderate increase
✓ Significant increase - consider for replication

2. Public Forum on School-Age Child Care

No increase
Moderate increase
✓ Significant increase - consider for replication

3. Site Visit Review Team - Extended-Day Programs

No increase
Moderate increase
✓ Significant increase - consider for replication

4. Focus Group - School-Age Child Care Issues

No increase
Moderate increase
✓ Significant increase - consider for replication

Name Eddie Frost
Title Mayor - City of Florence Al.
Date 7-23-91

EVALUATION OF PRACTICUM COMPONENTS
FOR

Increasing Public Awareness and Developing Community Based Strategies for Quality School-Age Child Care Initiatives
by
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I have read the synopsis of the four primary components of the practicum. It is my opinion that each practicum component would increase public awareness and /or involvement of targeted groups in planning for quality community based school-age child care initiatives as follows:

1. Kids' Council - School-Age Child Care

No increase
Moderate increase
✓ Significant increase - consider for replication

2. Public Forum on School-Age Child Care

No increase
✓ Moderate increase - I THINK YOU MIGHT HAVE HAD A LARGER ATTENDANCE IF YOU HAD PUBLICIZED IT EARLIER THAN 1 WK. PRIOR TO THE PROGRAM
Significant increase - consider for replication

3. Site Visit Review Team - Extended-Day Programs

No increase
Moderate increase
✓ Significant increase - consider for replication

4. Focus Group - School-Age Child Care Issues

No increase
Moderate increase
✓ Significant increase - consider for replication

Name YAEL SCHY Yael Schy
Title DIRECTOR OF SOCIAL POLICY, LEAGUE OF
Date WOMEN VOTERS EDUCATION FUND
AUGUST 8, 1991

Susan:
You've done an excellent job of community organizing on this issue! — Yael



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NOVA UNIVERSITY
CENTER FOR THE ADVANCEMENT OF EDUCATION
3301 College Avenue
Fort Lauderdale, Florida 33314

VERIFICATION FORM

Verification of Practicum Activity

Dear Verifier:

Practicum students in Nova's Master's Program for Child Care Administrators are asked to provide field-based verification that the project activities reported in their final practicum documents took place as described. You have been designated verifier to fulfill this confirmation function by the student named below. On this form, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate, nor make judgments about the quality of the project.)

I was present for all of the activities which Susan Zuber described in her practicum and can state that I saw them take place as described.

Practicum Title "Increasing Public Awareness and Developing Community Based Strategies for Quality School-Age Child Care Initiatives"

Student's Name Susan Way Zuber

Cohort #43 Date 8/13/91

Verifier's Name Hester B Cope Hester B Cope
(please print ----------and sign)

Verifier's position League of Women Voters of the Shoals President

Address: 1750 Eunice AV

Florence, Al 35630
City State Zip